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ABSTRACT

Items in the bibliography are grouped into six categories according to type of item: publications in scholarly journals, books and bibliographies; state guidelines and state agency cooperative agreements; publications of public and private agencies including individual work study plans not presented in state guidelines; proceedings of institutes, symposiums, and other conferences; research reports including reports of research and demonstration projects by author and/or principal investigator; and dissertations. The literature is also classified by states. (MS)

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BIBLIOGRAPHY OF COOPERATIVE WORK/STUDY PROGRAMS FOR THE MENTALLY RETARDED THROUGHOUT THE UNITED STATES

Reuben Altman
Susan W. Goldberg
Andrew S. Halpern

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Monograph 1

THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF EDUCATION
REHABILITATION RESEARCH AND TRAINING CENTER IN MENTAL RETARDATION

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PREFACE

Cooperative work/study programs for mentally retarded adolescents, now in existence for slightly more than ten years, have recently begun to proliferate at an amazing rate. In spite of this rapid growth, there have been only a few attempts to take a comprehensive and critical look at the parameters of the programs which are evolving. As a first step in this direction, the present bibliography has been prepared, following a six-month search for all relevant materials.

The term "work/study program" refers to any organizational scheme whose goals and procedures are oriented toward easing the school-to-work transition for its pupil/clients. In some instances, the program is entirely supported and operated by a single agency--usually either the public school or a rehabilitation agency. But in most cases, the program involves a cooperative agreement and effort between two or more agencies. The most typical arrangement is a three-way agreement involving an independent school district, the state department of special education, and the state division of vocational rehabilitation. Since the passage of the Vocational Education Act of 1968, many states have also become involved in four-party agreements which include the state department of vocational education.

The search for relevant materials pertaining to these programs was extensive and led us in many directions. In addition to the usual sources--journals, monographs, books, research reports, conference reports, and dissertations--many of the materials have been gathered from state agencies where they were available but not widely advertised or distributed. Most

of the state agencies were highly cooperative in providing us with information and literature on their programs.

The organization of the materials collected follows a two-fold cross-referencing scheme. On the one hand, the materials have been grouped into six mutually exclusive categories based on their content. These same materials, when applicable, have then been reclassified into the particular state to which the reference applies. This latter classification permits one to see at a glance the extent of each state's involvement in work/study programs for the mentally retarded.

Although much care has been taken in the collection of references for this bibliography, no claim can be made for its completeness. It does, however, represent the first attempt in this direction and should provide ourselves and others an opportunity to begin looking critically at this huge program which appears to represent the central core of habilitation services for the mentally retarded who remain in the community rather than in institutions.

R.A.

S.G.

A.H.

May, 1970

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